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THE FIRST INTERNATIONAL EUGENICS CONGRESS

THE First International Eugenics Congress was held at the Imperial Institute (University of London), South Kensington, July 24, to 30, 1912. It was an outgrowth of the work of the Eugenics Education Society of England. So far as the writer is informed, the latter was the first distinct organization to be formed for the definite purpose of advancing the eugenics propaganda. It was, therefore, fitting that the first call for an international conference to discuss the problems of eugenics should emanate from this body.

The congress was a great success from every point of view. Locally it evidently helped the cause a great deal, because of the demonstration which it gave of the world-wide interest which exists in regard to eugenics. With such men in personal attendance as Professor Yves Delage, M. Lucien March, Directeur de la Statistique Générale de France, M. Paul Doumer, sometime President of the Chamber of Deputies, His Excellency General von Bardeleben, President of the Verein Herold of Berlin, Professor A. C. Haddon and Professor R. C. Punnett of Cambridge, and Professor F. C. S. Schiller of Oxford, it was evident to the most casual consideration that the eugenics movement possessed that quality of "respectability" which is dearest to the British official heart. From an international point of view the congress gave the opportunity, for which the time was ripe, for a full discussion of eugenic problems as they appear in different civilizations and communities.

The administrative details connected with the preparation for the congress and the carrying of it through were worked out in a thoroughly excellent manner. The way in which the congress was managed, and the smoothness with which the machine ran, were matters of universally favorable comment among those present. The credit for this belongs in the first instance to the honorary secretary, Mrs. Sybil Gotto.

The attendance was large—much larger indeed than any one had anticipated beforehand. Up to the day before the close of the congress

836 persons had registered. Besides these there were many who attended as daily visitors. The papers presented were, taken as a whole, of excellent quality. There was an almost entire absence of the sensationalism, and hasty generalization as to the solution of fundamental social problems, which had been in greater or less degree expected by the general public. The majority of the papers fell in the field of what might be called "practical" eugenics. No attempt was made towards a technically scientific congress. Such a policy would have been obviously unwise. Eugenics is distinctly an *applied* science. Hitherto everybody except the scientist has had a chance at directing the course of human evolution. In the eugenics movement an earnest attempt is being made to show that science is the only safe guide in respect to the most fundamental of social problems. In order to make this attempt amount to anything practically it is obvious that the man of affairs, the legislator, and the administrator must not be alienated by technicalities beyond his comprehension. If science wishes to lead, she must speak the same language as those she expects to follow her.

Despite the generally popular and practical character of the papers, there were a number presented which were of particular scientific interest and made distinct contributions to knowledge. Dr. Soren Hansen, of Denmark, showed that during the period since 1852 there has been an increase in the average height of adult Danes of 3.69 cm. He is of the opinion that the same thing has been true of other North European peoples. Professor Antonio Morro presented some interesting new statistical data regarding the influence of the age of parents on the psycho-physical characters of the children, tending to show that relatively young and relatively old parents produced a larger proportion of degenerate offspring than parents of medium age. M. Lucien March contributed a detailed analysis of French statistics on the relation of social status, social surroundings and income to the fertility of marriage. His results confirm and extend those of earlier studies in this field.

Dr. Frederick Adams Woods summarized the results of unpublished studies which he has made in historiometry, showing the preponderant influence of heredity in influencing the course of history. Professor Corrado Gini contributed a long paper dealing with the evidence obtained from demographic statistics on certain eugenic problems. The paper was a decidedly interesting one but impossible of brief review. Professor F. C. S. Schiller's paper on "Practicable Eugenics in Education" was an exceedingly keen analysis of the significance, from the standpoint of eugenics, of the existing educational system of England.

The social side of the congress was one of its most pleasant features. The hospitality committee, under the chairmanship of Mrs. Alec. Tweedie, arranged a series of banquets, receptions, teas, garden parties and excursions which made it possible for the members of the congress to meet not only one another, but also many of the most distinguished persons in English scientific, social, literary and public life.

RAYMOND PEARL

INDUSTRIAL EDUCATION IN THE PHILIPPINES

UNDER the leadership of American educators, Philippine education is making a remarkable advance. Indeed, according to recent reports received at the United States Bureau of Education, there are features of present-day education in the Philippines that are well worth the careful attention of school leaders in the United States.

It is in the field of industrial training and useful arts that the Filipinos, under American teachers, are making the most notable progress; such progress, in fact, that in certain lines—particularly lace-making and embroidery—the products of the Philippine schools not only compare favorably with the work of the famous French and Swiss experts, but promise to compete with them successfully in the world's markets.

The whole system of education in the Philippines is based on the principle that the children should receive training that will pre-

pare them directly for the life they are to live. The boys receive manual training from the very beginning. In the lowest grades they make articles that they can use and sell, both in their own localities and elsewhere. The most important industry taught the boys is hat-weaving. It is a prescribed exercise in the primary schools. "The Bureau of Education at Manila considers it one of its legitimate functions to give such training in the making of good hats as will afford a large number of children a permanent means of earning a livelihood," wrote Mr. Frank R. White, Director of Philippine education, in 1910, after the courses had been introduced, and the development of the work has more than justified his claim. Chief among the products are the famous "buntal" hats, made from the leaf stem of the opened buri leaf. The schools do not attempt to replace hand machinery with modern apparatus, for it is recognized that there is a real demand for the products of careful handworkmanship. Besides the prescribed courses in the primary schools, there are regular grade schools, where the boys spend the greater part of the school-day in actual manual labor in the shops. A set of dining-room furniture in red narra, made at the Philippine School of Arts and Trades in Manila, sold for \$200 at last year's carnival.

In the girls' schools plain sewing and housekeeping have generally formed the prescribed courses, but recently lace-making and embroidery have been introduced because they are arts which, besides possessing educational value, furnish the girls with a remunerative occupation. There were already in the Philippines young women who had learned embroidery and lace-making in the convents under the Spanish régime. Furthermore, because of their great natural aptitude for such work, and because of their patience and delicacy of execution, the Filipino women are considered among the most skilful workers in the world in these arts, their products being classed by experts as even superior to that of the French and the Swiss. The schools are, therefore, working on sure ground in teaching